

# AAEE Biennial Conference 2023

## Listen, Learn, Transform

25-27 September 2023, University of Wollongong



### Abstract Submission Form and Speaker Profile

Complete your details by typing in the **green** sections of the digital form below. If there are multiple presenters, please include their details where applicable (name, organisation, personal bio)

Save your completed form in PDF format and submit via the [submission form on the website](#).

<b>Title</b>	Mr	<b>First Name</b>	Nick	<b>Family Name</b>	Chapman
<b>Position/Role</b>	Resilience Specialist				
<b>Organisation you will represent</b>	Willoughby City Council				
<b>Personal Bio</b> Max. 100 words	An environmental scientist by training, Nick has focused recently on place management practice, community resilience-building and urban sustainability research and teaching. Nick is currently the Resilience Specialist at Willoughby City Council in Sydney. He is an Adjunct Senior Lecturer at UNSW's City Futures Research Centre, teaches regularly at UTS and is on the Advisory Board for Observatory Hill Environmental Education Centre. Nick is passionate about implementing affordable, practical approaches to enhance community connections, sustainable living and community resilience in rapidly changing urban environments. He is motivated by the need to "think global, act local" and "don't get angry, get involved"!				
<b>Title of Presentation</b>	No need to drive! A student-led geography project to boost active travel rates at Willoughby Public School in Sydney's Inner North				
<b>Format of Presentation</b> (please select)	<input checked="" type="checkbox"/> Oral Presentation (20 minutes) <input type="checkbox"/> Workshop - 60 minutes (eg interactive indoor session) <input type="checkbox"/> Workshop - 120 minutes (eg outdoor activity) Indicate your preferred presentation types (you may select more than one) NB: We may not be able to offer your preferred option				
<b>Which theme would you prefer to present under?</b> (please select)	<input checked="" type="checkbox"/> Theme 1: Listen <input checked="" type="checkbox"/> Theme 2: Learn <input checked="" type="checkbox"/> Theme 3: Transform				
<b>Introduction</b>	Objectives  (i) Showcase an authentic learning experience which focuses on the quality teaching element of connectedness aligned to the stage 3 geography curriculum.				

	<p>(ii) Illustrate the benefits of a genuine collaboration between Observatory Hill Environmental Education Centre (EEC), Willoughby City Council, Willoughby Public School, Bicycle Network and School Infrastructure NSW.</p> <p>(iii) Demonstrate how primary school students can be empowered to tackle pedestrian safety and traffic congestion problems around their school. They have seen the results of their efforts being implemented on the ground by a local council and generating a measurable and positive impact on travel behaviour in the school community.</p> <p>Outcomes</p> <p>(i) Exposure to an innovative learning project which harnesses various elements of the stage 3 curriculum - geography, mathematics, PDHPE, learning across sustainability - to achieve a tangible outcome on the streets and footpaths around an inner city primary school.</p> <p>(ii) Builds understanding of how a true collaboration between educational, municipal and community stakeholders can make a real difference by working together to address pedestrian safety and traffic congestion challenges around a school. A good example of the principle of "think global, act local" in action.</p> <p>(iii) May Inspire primary schools impacted by similar challenges to adopt this approach, in collaboration with their local council and other stakeholders, in order to increase active travel to school and reduce the social, environmental and economic impacts of car dependence in their community.</p>
<p><b>Presentation Abstract:</b> max. 300 words</p>	<p>No need to drive! is a student-led project to increase walking and cycling to school. Project partners are Willoughby City Council, Willoughby Public School (PS), Observatory Hill Environmental Education Centre (OHEEC), Bicycle Network and School Infrastructure NSW.</p> <p>This innovative and authentic learning project showcases these AAEE conference themes:-</p> <p>‘listen to country - listening to children and youth’</p> <p>‘learning together – interdisciplinarity and empowering teaching approaches’</p> <p>‘transforming – stories of advocacy and action’.</p> <p>Willoughby PS has 940 students and is located in a quiet residential area. Many families drive to school causing chronic traffic congestion and pedestrian safety risks. The school asked Council to help tackle the problem.</p>

	<p>A stage 3 module was developed combining various curriculum elements (geography, mathematics, PDHPE, sustainability) and delivered by OHEEC as 3 lessons. Students learnt that 60% of families typically drive to school even though 87% live 1.5kms or less from the school (ie) a 20 minute walk or 10 minute scooter/bike ride. Families driving to school cause the problem and need to contribute to the solution. A target was set to increase active travel by 10% to 15%, taking approximately 100 cars off the street.</p> <p>Using maps, the students identified four ‘active paths’ to school which were assessed by Council for safety. Bicycle Network stencilled the paths and prepared an ‘active map’ which was launched by Council’s Mayor. Student monitoring has revealed a 10%-15% increase in active travel since the launch.</p> <p>This unique collaboration shows how students can be empowered to tackle pedestrian safety and traffic congestion problems at school. Council has implemented their ‘active paths’ with positive results. Traffic congestion has reduced and pedestrian safety improved because more families are now walking or cycling to school.</p> <p>Research shows that students who travel actively to school are fitter, more independent and socialise and learn better.</p>
<p><b>Key Message:</b>          A short summary of presentation</p>	<p>Summary of presentation</p> <p>Our contribution will be delivered as a powerpoint presentation and (if the technology allows) a short 90 second video clip. Key presentation elements will include:-</p> <ul style="list-style-type: none"> <li>- Introduction to Willoughby City Council’s Resilient Willoughby Strategy and Action Plan, which includes the Willoughby PS active travel project.</li> <li>- An outline of the active travel lesson plan developed by Council in collaboration with Observatory Hill Environmental Education Centre (OHEEC) and delivered as three stage 3 geography lessons.</li> <li>- Photos and a short description of the activities in which the students were involved, including research, data collection/analysis, mapping, generation of ideas, group work and presentations.</li> <li>- Images of council activities (ie) preparing and stencilling the active paths, launch of the school’s Active Map by the Mayor.</li> <li>- Photos and a short description of the active travel activities involving the whole school community eg Ride2School Day, Walk To School, community workshops.</li> </ul>

- Before and after data analysis showing the distribution of families around the school and changes in active travel rates following the installation of the 'active paths'.

Conclusions and next steps

Key message takeaways

(i) Local government and schools have a critical role to play in building community resilience so that we can withstand 21st century shocks and stresses driven by climate change and other urban sustainability challenges eg traffic congestion and car dependency.

(ii) This project is helping to build youth resilience in an Inner Sydney school by facilitating an increase in walking and cycling to school. This generates a number of resilience benefits for students and their families eg reduced car congestion, improved pedestrian safety and fitter, more independent students who socialise and learn better.

(iii) The project is a genuine collaboration between state and local government, a large primary school, an environmental education centre and a bicycle advocacy group. The methodology developed by these stakeholders is freely available for use by other schools and councils who may be interested in rolling out a similar program.

(iv) Feedback from students and staff at Willoughby PS demonstrates the value of this innovative and authentic approach to learning about a common problem facing many city schools (ie) traffic congestion and the environmental and associated pedestrian safety risks which it generates.

(v) The project empowers students and the broader school community to investigate the causes of the problem through a curriculum-led process and generate practical solutions which can be implemented by the council on the ground. Students can evaluate the results of their efforts and derive satisfaction and confidence from seeing a council implement their ideas and help solve a problem which impacts on many people in their neighbourhood.

(vi) The project demonstrates the principle of 'think global, act local'. Transport is the second largest source of carbon emissions in Australia and is contributing to the existential threat of climate change which is going to impact significantly on the quality of life for future generations. This project helps students understand what's causing the problem globally and how their school can contribute to a solution locally. This improves student understanding of the challenge, empowers them to take action in their neighbourhood and hopefully enhances their optimism and hope for the future.

All abstracts must be received by 5pm **Friday 26 May 2023 (AEST)**.  
We expect to notify speakers by mid June

# **AAEE Biennial Conference 2023**

## **Listen, Learn, Transform**

**25-27 September 2023, University of Wollongong**



**Note:** confirmed presenters will be required to register for the conference and pay the relevant registration fees.